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ABSTRACT

A project was undertaken to introduce gerontological content into the professional preparation of adult educators in the master's program in adult education offered at the University of Southern Maine. After courses in the existing curriculum of the master's program were analyzed for the appropriateness and currency of their gerontological content, the program was redesigned to include a concentration in educational gerontology. The curriculum for certification in the area of educational gerontology contained courses in social and public policy in aging, the older person as an adult learner, coordination of educational programs for older adults in the community, the aging worker, and gerontology and the helping professions, as well as a summer institute entitled "Social Change for an Aging Population: An Institute in Educational Gerontology." This report focuses on some of the outcomes of this curriculum development project, including the training and development of improved practitioners, an enhanced aging network, an improving university, and better programs for citizens in the community. Appended to the report are a program description of the revised curriculum and an information sheet explaining the content of and requirements for a concentration in educational gerontology at the University of Sothern Maine. (MN)

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Gerontology Training for Adult Educators: The Experience of The University of Southern Maine

by
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Presented
as Part of the
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Gerontology Training for Adult Educators

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Department of Health and Human Services
Washington, D.C.

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Purpose and Scope of Project

The purpose of the "Gerontology Training for Adult Educators Project" at the University of Southern Maine, made possible by the Administration on Aging, is to introduce gerontological content into the professional preparation of adult educators in our Masters Program in Adult Education. This degree program, the only one in northern New England, had begun in 1972 as a means of providing advanced study to public school adult educators. Now, eighty percent of our students are adult educators in non-school settings; thirty percent are actually employed in agencies working directly with the elderly and eighteen percent are over the age of 50 themselves. The typical student is age 32, has held four jobs, is fully employed now, seeks to enhance her/his skills and credibility as an adult educator in the present work site, and holds a recognized professional expertise, and often a credential, in a primary field other than adult education such as nursing, social work, respiratory therapy, physical therapy, or other fields.

We thought it would be important for us as for any profession to bring ourselves up to date on gerontology. More importantly, we thought our work could have a large payoff for the community through the offering of new and better programs developed by our students. Our specific objectives were:

1. To review all existing courses in the curriculum for the appropriateness and currency of gerontological content and to make modifications where necessary.
2. To redesign the Masters Program of Adult Education so as to develop the concept of a concentration within the degree program.

3. To design, develop and receive approval for a concentration in educational gerontology as part of the degree program.
4. To increase the gerontological knowledge and awareness of our faculty by providing professional development activities involving national experts in gerontology.
5. To develop and maintain linkages with the state and area agencies on aging to insure the relevance of the training program to the actual needs of local service systems.
6. To disseminate the results of the project in such a way as to help other graduate programs and interested parties benefit from our experience.

At the end of September, we completed the first year of our work. In the next five months we will be documenting the project, completing its product reports, conducting dissemination activities and, of course, commencing full implementation of the concentration in educational gerontology. If you are interested in receiving copies of our reports, please let me know after this session. What I will attempt today, following a short description of progress to date on our mainline objectives, is to hit some of the unexpected developments and big ideas which struck us in the process of the project. More can be said on any one of these points later, if you would like elaboration; I look forward to addressing your questions. You are welcome to a copy of these remarks and to any of the additional materials I have brought today.

Progress to Date

As of this moment, we have achieved the following:

- Completed a redesign of the graduate curriculum of the Masters of Adult Education and received approval of that design by the department faculty, the college dean and the provost. (See Appendix A)
- Completed a design of the concentration in educational gerontology and received approval for its delivery by the department faculty, college dean and the provost. Course syllabi have been completed for the courses, although we are still working to conform each syllabus to a common format. The course descriptions are as follows:

HRD 650 Social and Public Policy in Aging

This course examines the development of American public policy in aging from an historical perspective culminating in an analysis of the demographic and personal realities of a "greying society" and policy consequences for the future. An organizing principle of the course will be to review policies as they affect the older person's ability to achieve access to the full rights, benefits, opportunities, and protections of society. The course will review stereotypes of aging as influences on policy development. The processes of social and public policy development and analysis will be examined as will major policy areas affecting the elderly: education, housing, health care, income, employment, age discrimination. Finally, education will be examined both as a resource for the elderly and as a factor in public and social policy development. 3 credit hours.

HRD 651 The Older Person as an Adult Learner

This course examines the capabilities, interests, limitations, and needs of older persons as learners, after seeking to establish current fact from fiction, the course attempts to look at the realistic prospects for adult education later in life as the length of life is extended. Particular attention is given to the conditions under which older persons can best benefit from and contribute to adult education opportunities. Program development possibilities are examined in a number of settings and situations. 3 credit hours. 3 credit hours.

HRD 652 Coordinating Educational Programs for Older Adults in the Community

Designed for practitioners who already have a knowledge base in the field of adult education, this course will address the competencies needed to design and plan educational programs in a variety of community settings. Students will develop skills in program design and planning, needs assessment and mobilizing and coordinating the informal and traditional resources in the community. A variety of educational programs related to older adults will be presented and discussed. 3 credit hours.

HRD 653 The Aging Worker

This course examines the demographics, assets and problems of the older worker. The implications for employer and employee will be studied in such areas as planning for and adjustment to retirement, vocational training, and job modification. Strategies that facilitate adult development and learning will be examined, along with a survey of various resources available to support the needs of the older worker. 3 credit hours.

HRD 654 Gerontology and the Helping Professions

This course presents three conceptual frameworks, interrelated with each other: concepts, research findings and practices of applied social gerontology; of the helping professions; of the complex organizations which deliver their services to, or on behalf of, older people. The purpose is to enable learners to integrate this knowledge for application in service to society, in general, and older people, in particular. It is intended for graduate learners in the range of helping professions who serve people in whole or in part. 3 credit hours.

An enrolled graduate student in the Masters Program in Adult Education receives recognition on his or her transcript of having completed a concentration in educational gerontology by completing, with faculty advisor approval, three of these five courses; a graduate of the Masters Program can add this concentration to her/his transcript by completing the same requirement; an adult educator who is not matriculated in the graduate degree program must complete all

five courses to receive a Certificate of Educational Gerontology. Additional information is provided on the concept of the concentration in Appendix B.

- Completed a most exciting summer institute entitled: "Social Change for an Aging Population: An Institute in Educational Gerontology."

- Developed a faculty for the concentration including three faculty members from the host department, one from the Department of Social Welfare, one from the College of Nursing, one from the senior staff of the Human Services Development Institute and one field faculty who in her real life job is also Director of Maine's State Unit on Aging, the Bureau of Maine's Elderly.

- Completed a review of all other courses offered by the Masters Program and the host department and upgraded the courses with gerontology content.

All of these results have been made possible by the enthusiastic support of a Community Advisory Committee which, we feel, is representative of both the aging and adult education networks in Maine and by an advisory group internal to the University which has helped us communicate accurately with other colleges and departments with an interest in gerontology.

Project Experience and Findings

Instead of concentrating exclusively on the project's formal products, I would like to focus my remarks on those five or six discoveries and big ideas which most impressed us in the conduct of the project. These remarks are in no particular order and none will be given the depth of attention each deserves, but I think they will come together collectively as a picture of the spirit and significance of the project and, hopefully, of its potential value to you.

Conclusion One: The union of gerontology and adult education has unique, potential benefits for the public good which are not derivable, to the same extent, from the intersection of gerontology and other professional fields.

Educational gerontology has developed from the relatively recent interface of two fields of study: adult education and social gerontology. Defining educational gerontology as "The study and practice of instructional endeavors for and about aged and aging individuals," David Peterson (1978) describes three focus areas, which I paraphrase as: (1) educational endeavors where the older person is the learner, (2) educational endeavors for a general public of all ages about aging and older people, and (3) educational programs for professionals and others who wish to work with older people or whose work impacts directly on the life chances of older people.

We have come to realize that educational gerontology, so conceived, is not best understood as a new "specialty" or "specialized discipline" within gerontology or adult education, but rather as the joining of two general interest fields which transcend and interconnect all of the professions. To

put this more simply, gerontology and adult education are each part of what every other profession does rather than being independent professions in their own right. Seen in this way, educational gerontology has direct contributions to offer all of the professions. Thus, there is a special force or unique advantage that adheres from the attempt to link gerontology and adult education that is not present in the link between gerontology and other professions. The result is an explosion rather than a limiting of possibilities.

This was brought home to us dramatically in two settings during the project. First, during a very interesting discussion among the faculty and Community Advisory Group on the focus of our concentration as to whether its target audience should not be restricted to public school adult educators and other "official" adult educators and avoid any claim that staff developers and in-service training faculty in nursing, social work, medicine and similar professions would benefit from such a concentration. After all, the argument goes, shouldn't nurses educate nurses and social workers educate social workers? It was a moving moment when these groups came to the conclusion that our concentration in gerontology should be targeted toward educators of adults in any setting or profession whose work impacted on older people.

A similar moment came in the meeting of the individuals who registered for our Summer Institute in Educational Gerontology and our learning of their hoped-for applications of the Institute experience. The thirty-four participants included a faculty member in the College of Nursing, an instructor of physical therapy, a professor of life span development, a religious educator, the former director of a major health facility, the

director and two key members of an innovative educational center for elders in Portland, the Director of Staff Development and Training for the University of Southern Maine, a staff member in the Displaced Homemakers Program, two directors of education in major hospitals (one of which is a New Hampshire hospital), a writer intensely interested in developing support services for victims of Alzheimer's disease and their families, an extension agent whose practice is with primarily elderly people in eastern Maine, three other health educators, and three public school educators, one of whom has been a staff member of a very interesting adult educational enterprise in New Hampshire for several years. The major point to see here is that this audience, who selected the institute for their own independent learning objectives, came from across a range of presenting professions and recognized in the concept of educational gerontology potential applications to diverse practice sites and client groups. Less than a quarter of the participants who registered for the institute were previously enrolled or in the process of applying to the Masters Degree Program.

What this tells us is that educational gerontology as a concept and our concentration as a certificate program can be impactful in a very broad way in improving the lives of older poeple in our region. As participants in the program, many of whom are already in key places in their communities, develop educational approaches and programs, all institutions of the community will be affected. Some specific examples will be presented later in the paper.

Conclusion 2: The individuals and the groups involved in the project came to see themselves as aging adult learners and their activities as adult learning activities: at that moment the project became an experiment in adult education and educational gerontology rather than merely the producer of a product in these subject areas.

When a project such as ours is begun and one is invited to participate as faculty member, consultant, staff, advisor, or community representative, the natural assumption is that the project is about other people and that the groups that one is part of are merely means, albeit vital ones, to produce a product for external ends. As the project proceeded and the Faculty Development and Community Advisory Groups met, we came to see our own activities as examples of adult learning and ourselves as aging individuals who have a stake in the product produced. Far from detracting from the usefulness of our work, this enhanced and humanized our thought and illustrated the potential benefit of educational gerontology to a wide student audience. We, for example, began to see the importance of education for creating the world we would want to live in in our seniority as well as to address the educational issues pertinent to older Americans today.

In reflecting on the reasons why this type of climate developed, its beginning possibly rested in the need of a diverse faculty group to come to know one another, understand the work, get organized and commence work in a very short period of time. This group included counselor educators as well as adult educators from the host Department of Human Resource Development, a highly esteemed counselor educator from the Orono campus and former Vice-chancellor of the University of Maine who had a long-standing interest and commitment to aging education, a faculty member in social gerontology from the Social Welfare Department who over the years had made an invaluable contribution to preserving the independence of older people and improving

needed services, a nursing faculty member who, beyond her teaching obligations, had served in the Ombudsman Program and in a number of volunteer assignments as part of her personal practice, a faculty member from the Public Administration Program, and not least, in fact first among equals, the Director of the Bureau of Maine's Elderly, who we had asked to become our lead faculty member in Public Policy. The group also included our project consultant who also serves as the Director of the States Channelling Grant. With this amount and mix of people in a room, each one intensely interested and busy, honesty develops really quickly. Out of this came a climate of mutual respect, openness, creative debate, and rapid learning.

And this learning, which we are fortunate enough to have on audio tape, changed us. We learned from each other that so many of the problems of being old have to do with being treated as old, and stereotyped into a mythical group, deserving of retirement, needing control, and treated as generally dependent. Instead of that, we came to see that aging is a lifelong process and that our stereotypes of older people into a single group are coupled with our views, equally flawed, of ourselves and others at all ages. We began to appreciate our own aging and to see the extent to which educational gerontology had an audience for all age groups and for the treating of age throughout the life and work cycle.

The Community Advisory Group went through a similar experience and for like reasons. Here, the learning included the recognition of how important educational approaches could be in effecting community understanding, problem-solving, professional team development, forming the attitudes of the young toward aging and, not least, in maintaining and opening learning opportunities for older people. Given this perception, the Community

Advisory Group became impressed on how little this potential had as yet been developed in our own region. From this vantage point, the importance of what we were doing seemed to increase in the minds of committee members.

Conclusion 3: Some of the best results of the project were unexpected.

Robert Merton, the Columbia University sociologist, pointed out that many of the most valuable and lasting outcomes and consequences of a project are unanticipated, or to use his word, serendipitous, having to do with characteristics of the process itself, with its timing or with other unexpected situational contingencies. Of the almost constant examples of such outcomes in our project, the three most important examples will be discussed here.

The faculty of our Graduate Program in Adult Education has consisted of two full-time professors who teach the "mainline" courses in the curriculum, a professor emeritus, several part-time adjunct faculty and five departmental colleagues in the Counseling and Life Span Development Programs who offer important support courses for our students. One of these two pivotal full-time positions had been funded under a two-year ad hoc arrangement with the Chancellor's Office, the second year of the arrangement corresponding to the first year of the Educational Gerontology Project. We had good reason to believe that the arrangement would either be renewed, or better, converted into a second tenure track position for the program. It soon became evident that neither of these developments would transpire and that the position would be lost altogether.

By chance, serendipity if you will, the President and Provost had been considering the University's needs and obligations in the area of gerontology and had reserved some funds for faculty development. Because of

the success of the project and the enthusiasm it generated in the University and in the community, the administration was able to approve a tenure-track position in Educational Gerontology at the Associate Professor level for the 1984-85 academic year. In approving such a position, the University has been able to insure the continuity and quality of our general program in Adult Education as well as guarantee the implementation of our concentration in Educational Gerontology.

A second example of serendipity is the general contribution that the project has made and will continue to make in helping the University define and shape its overall offerings in gerontology. As indicated in the previous paragraph, the President and Provost had already established such a goal before and independent of the funding of our project proposal. At the same time, considerable interest in gerontology was developing in the College of Nursing, in the Recreation Therapy Program, in the Center for Research and in the Department of Social Welfare. All of this led the Provost to establish a working group to examine these interests and needs and to advise her on the best options. The existence of our project and its staff has made a real contribution to this process in the form of improved communication, information-sharing and coordination with the field. Not least of these contributions is the concept of Educational Gerontology itself, which has lead a number of the key faculty involved to see university development activities as an example of this concept and has lead the Provost's committee to the provisional conclusion that it would be better to have a graduate concentration in gerontology which could serve a number of programs than to have duplicated or separate programs in gerontology as a unitary discipline.

A third example, of a very different but no less important sort, comes from our Summer Institute "Social Change for an Aging Population: An Institute in Educational Gerontology." Our stated goals in designing this institute had been "to test out the concept and key modules from the five course Concentration in Educational Gerontology;" "continue our faculty development by learning from teaching with one another and from our national expert faculty;" and, "testing market interest." While these goals were appropriate, real, and more important, largely accomplished, the Institute took on a life of its own as an educational experience and became not just "a success" but a veritable model of "the way education should be." Given this development, it won't be possible for us to think of "the fifteen week course" as the preferred model of education, although we will undoubtedly continue to use it. The participants want instead "whatever you did at the Summer Institute." The convenient means we invented, "The Summer Institute," to test out the content which should be presented in the "real courses" became an end in its own right.

We are working hard right now to define and document what happened at the Institute and assess its meaning for us in the future. We will have a lot to say on this subject in our final report. Suffice it here to lay out a central paradox and to say a few words in an effort to explain it. The paradox is that the faculty, staff, and participants all have been able to develop fairly lengthy lists of "things that went wrong," "could have been done better," "didn't like," "don't do again," "things that didn't work;" yet eight out of ten participants define the Institute as "the finest

educational experience of my life," "the best learning experience I have had," and "the way all education should be." Some of the reasons for this may be:

1. The faculty staffing pattern: An Institute Director, two Program Faculty in charge of different three-week blocks of the program, a Student Programs Director in charge of working with the students on their application projects, and National Expert Faculty involved in delivering specific content modules.

2. The design of the Institute: all day Monday; Tuesday and Thursday nights; and a Friday Synthesis Session--each such week on a definite theme and each combinable with others in a variety of ways to allow one to six credits programs.

3. A fusion of faculty and students into a single learning community. Faculty on one night would become students on another. Students with special expertise would become faculty contributors on other occasions.

4. The immense variety of teaching styles used effectively by different presenters.

5. A learner-dominant rather than faculty-dominant climate: Faculty came and went while the "six weekers" became the continuity between class sessions.

6. A learning rich environment: Presenters passed out so many bibliographies, articles, exercises, worksheets and brochures that these, and the three textbooks and six films surpassed any possibility of someone "mastering" these materials. It turned out to be a very comfortable feeling that I am "learning all this" and "I have all of these other resources I can learn from later."

7. The network of resources that the participants became for each other and the links between this network and the state, local, and even national aging networks forged for participants by the Institute. The participants on their own have held two follow-up meetings and we are sponsoring a reunion in January to assess the impact of the Institute on them and their work.

Whatever the explanation of the paradox stated above, we want to learn from the experience and use the model again in other summer institutes as well as in modified form in the traditional class. We started out to build a high quality five-course concentration but, by chance, we have stumbled into something additional in the type of learning community participants want to be involved in.

Conclusion 4: The future is now.

While as project staff, we began with a "building block" view of the project: "An organizational phase" followed by "a research phase" followed by "a planning phase," "a testing phase," "a decision-making phase," and "an implementation phase," etc., the effects of the project, including lasting

effects, began immediately and occurred steadily throughout the project, culminating as we have seen most dramatically in the Summer Institute.

Beyond merely the surprises the Institute brought in terms of learning about how people best learn, it also brought surprises in terms of the applications of the learning experience. While given the "building block model," we conceived of people "taking the Institute," and then "taking the courses in the concentration," and then "applying the concepts in the real world"; the truth is that such real world applications start immediately. For example, three of the participants in the Institute were subsequently invited to the Blaine House Conference on Aging and two tell us that they offered motions based on their knowledge and that these drew significant support. One member has just received a job based on the skills she demonstrated in the Institute; another member has been asked and is leading a program on "The Aging Process" for the University's "New Dimensions Program." These are just a few examples of the fact that the future is now. The implication is that we as a University must be very aware of the extent to which we are helping people and the State develop an educational service network and we must be there to support people from the very beginning of their participation in the program. Also, we must face up honestly to issues of what people can and cannot do so as not to oversell people, prevent people from doing what they are qualified to do, or encourage people to do what they are not yet able to do. The big point here is that it is naive to think that it is at the end of the project and the end of the completion of the concentration that these issues and needs arise. They are here now.

Applications to Other Institutions

Each institution of higher education with a graduate program in adult education is a potential beneficiary of the results of our project. In particular, we feel that the concentration in educational gerontology and the community-university planning and delivery process we have used in developing it could be used widely in both masters and doctorate programs in adult education. The concentration creates a substantial and useful credential, linked to the field and to a range of professions and practice sites. The program is deliverable at a reasonable cost through a combination of full-time and part-time, field based faculty.

The concentration will be particularly useful, however, in situations like our own, where the following conditions apply:

1. A developing, public university in a fast growing urban region.
2. where the master's programs serve a large catchment area,
3. where very little has previously been done in gerontology,
4. where no other graduate program in adult education exists,
5. where a sizable number of already employed adult educators are looking for assistance in improving their educational programming to older persons and to those whose work impinges on older persons,
6. where other graduate programs lack gerontological content and are interested in using the concentration for their students, and
7. where the concentration has the understanding and prior backing of the community and the aging network.

Concluding Statement

When the participants in a program are adults and the occasions of their participation are adult education events and when the subject of their discussion is education and when, further, these participants become aware of the joys and dilemmas of aging for oneself and others, then a total project and all of its occasions for interaction can become an exercise in educational gerontology. This seems to be what is happening at the University of Southern Maine. The results, which are already becoming apparent, include an improved practitioner, an enhanced aging network, a developing University, and most important, better programs for citizens in the community.

APPENDIX A

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development

MASTERS OF SCIENCE IN ADULT EDUCATION

Background

The Masters of Science in Adult Education, founded in 1972, is the only graduate program in Adult Education in northern New England. Originally established to meet the regions need for trained public school administrators of adult education, the program today prepares educators for a variety of human resource development roles in all types of organizational and community settings. Over eighty percent of current students are educators in non-school settings - hospitals, recreation agencies, business settings, human service organizations, etc. - and seek professional competence and recognition for a position currently held. Usually, the student already is a credentialled professional in a specifized field such as nursing, social work, counseling, criminal justice, or education and now practices that profession through an adult educator role as a trainer, teacher, staff development specialist, or organizational change agent.

A Redesigned Curriculum

The Department of Human Resource Development of the USM College of Education, in recognition of the changed audience and of the changing roles of adult education across society, has revised graduate level training in the field.

Candidates admitted beginning in the semester will follow this revised program.

Required Courses

	Credits
HRD 600 Adult Education and Human Resource Development	3
EDU 600 Research Methods and Techniques	3
HRD 649 Seminar in Adult Education and Human Resource Development	3

Middle Core
(Minimum of 4 courses required)

HRD 620	Fundamentals of Counseling Skills	3
HRD 631	The Adult Learner	3
HRD 632	Program Development in Adult Education and Human Resource Development	3
HRD 633	Managing Adult Education and Human Resource Development	3
HRD 667	Action Research and Evaluation Methodologies in Human Resource Development	3
		12

Self-Designed Courses

HRD 687 Internship in Adult Education and Human Resource Development
HRD 698 Directed Study in Adult Education and Human Resource Development
HRD 699 Independent Study in Adult Education and Human Resource Development
[Six credits of HRD 687 or HRD 698 is required. A maximum of 9 credits in self-designed coursework may be counted toward this degree.] 6-9

Each student is required to complete this 6-9 credit hour self-designed experience, either in the form of the completion of a directed study project for an external client or as an internship. The internship involves 50 on site hours per credit hour and is guided by a "goal contract" between the intern, a site supervisor, and the faculty instructor. Participants in directed study and internship experiences also participate in a support seminar. An independent study course also is available to students; participants in this course also attend the internship seminar.

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Concentrations
(3 courses, 9 credit hour certificate)

Diverse roles of students call for choices in specialized study emphases. Needs are met in course concentrations in a minimum of 9 credit hours. A certificate will be awarded to non-degree participants and transcript acknowledgement given for concentrations by graduates. The following concentrations are available, with others to be added when feasible:

1. Training and Development

   EDU 671 Organizational Behavior
   HRD 640 Human Resource Development in Organizational Settings
   HRD 635 Training and Staff Development
   EDU 674 Organizational Change and Innovation

2. Educational Gerontology

   HRD 650 Social and Public Policy in Aging
   HRD 651 Older Person as Learner
   HRD 652 Coordinating Educational Programs for the Older Adult in the Community
   HRD 653 The Aging Worker
   HRD 654 Gerontology and the Helping Professions

3. Community Education

   HRD 641 Human Resource Development in Community Settings
   HRD 637 Community Education
   (with HRD 631 and HRD 632)

4. Adult Basic Education

HRD 634 Methods and Materials in Adult Education
HRD 631 Foundations of Adult and Secondary Reading
(with HRD 632 and HRD 633)

5. Counseling

HRD 620 Fundamentals of Counseling Skills
HRD 621 Fundamentals of Counseling Theories
HRD 626 Group Process and Procedures
HRD 628 Introduction to Marriage and Family Counseling
HRD 690 Individual Counseling Practicum

If a concentration is not desired, students may select, with advisor approval, a number of elective courses from the Department offerings or from other graduate offerings at the University of Southern Maine, and in the University system.

A comprehensive examination is required by the College of Education. This is a non-thesis program; however, the optior to prepare one is available.

Each student entering the program will ned a background in human life-span development. For those not having this academic background, HRD 604/ HRD 605 Life Span Development I and II (6 credits) are required.

Minimum number of credit hours required for the degree: 36 hours

Admissions Requirements

Applicants must have a Bachelor's degree from an accredited school, with a minimum of a 2.5 quality point ratio and a score above forty on the Miller's Analogies Test. An interview process, including the completion of a spontaneous writing sample, is required. Present employment or past experience as an adult educator in any professional setting is considered desireable. Additionally, the faculty looks for students who, like they, are themselves "incurable" life-long learners.

Length of Program

While the program can be completed in two years, the average student takes four years. A student must complete the program in five years.

Faculty

The Department of Human Resource Development, which houses the Masters program in Adult Education also is home to a Masters program in Counseling, with concentrations in Elementary and Secondary Counseling and in Rehabilitation Counseling. This type of Department and allied graduate program in counseling is very advantageous to a Masters program in Adult Education. Among the benefits are faculty depth in human development over the life span, expertise in adult counseling and the existence of a concentration for adult

education students in this area, expertise in group process and the group facilitation of learning, and expertise in family systems analysis as such systems impinge upon adult members. Similarly, the adult education faculty is able to make contributions to their colleagues in counseling in such areas as community practice, human service organizations, and gerontology.

Changing the Program for a Changing Adult Educator Role

A new approach to the field of adult education has grown in the last years to a broader concept of human resource development. The stereotype of the adult educator as the person who organizes the continuing or adult education offerings of a high school no longer applies. The field is characterized by practitioners from many different fields, operating in many different settings in the community and performing many different roles.

Adult education has evolved into an amalgam that includes diverse subject matter areas and numerous program divisions, expedited by a plethora of institutions and delivery modalities, and facilitated by practitioners from various domains of knowledge.

The movement towards life-long learning and an increased interest in post-secondary education has led to a blossoming of a field which is multi-disciplinary and multi-faceted. An adult educator is a professional in any setting who takes an educative stance towards a person or problem. Education is no longer seen as a set of courses and other institutional activities. The entire community becomes the potential classroom for the adult educator who identifies and helps the learner build upon the natural learning occurrences of daily living.

An adult educator, then, develops competence in one or several major role areas; such as: trainer/deliver of programs; coordinator of educational resources; resource provider to organizations and /or communities.

Designer/Deliver of Programs for Education of Adults

Practitioners need to be able to evaluate the educative possibilities of the settings in which they practice, match them with characteristics of adult learners, and develop programs that will maximize the edducational value of the resulting combinations.

To fulfill this role, adult educators need instructional design skills, skills in assessing educational needs, developing training programs, and knowledge of strategies and techniques designed to address the unique abilities and needs of the older learner.

Coordinator of Educational Resources in the Community

Trained adult educators are being employed by local organizations and agencies which have adopted missions to provide part of the overall education service needed for all people to develop lifelong in the community. Adult educators operating out of the local high school, YMCA, Area Agency of Aging, or other organizations play a role of acting as a community link and mobilizer

of educational resources. To fulfill this role, adult educators need information on the types of resources available to people in the community, knowledge of the statutory basis and linkages between these resources and skills in mobilizing and developing cooperative relationships.

Educational Resource to Direct Service Providers

Trained adult educators act as a resource to practitioners in their community to assist them to informally build upon "teachable moments" in their delivery of services and to provide more formal training to persons in their specialty area.

Community service providers have an educational aspect to their role which is often overlooked. The performance of services designed to meet the many and varied needs of people provides an opportunity for education. Adult educators can help service practitioners to apply an educative stance to their work. To fulfill this role, adult educators need consulting skills to work with other professionals in defining learning content, communication skills, instructional design and androgogical skills.

Educational Resource to Informal Support Systems

Adult educators become a focal point in the community for the informal support systems for one or more groupings of citizens, for example the elderly. By providing information, education, and training in and discussions of issues related to dealing with requirements of changing lives in a changing community, the adult educator service compliments the formal programming and reaches more learners.

A wide variety of programs and services can be organized and offered which help form networks of people in need and providers of what they need. To do so, an adult educator needs to know about informal support networks, exemplary programs and services, how to identify appropriate resources for specific learning subjects, and the human relations dynamics of voluntary participation.

These four roles, among others, indicate that adult educators have a tremendous potential for improving the quality of life in communities and within organizations, the quality of work life. The interdisciplinary nature of the field, its emphasis on community involvement, its flexibility and energy allow practitioners to reach out to many adults and meet their needs in uniquely personal, appropriate and inventive ways.

Learners and Expectations

Graduates of this revised program, then, are to be those who work directly with adults; whose jobs include an educator role or who are educators; who hold a human resource development philosophy; and, who view themselves as either or hopefully both, a community educator and an organizational developer.

The curriculum is designed so that a graduate will:

- understand the educator role in a wide variety of settings

- be familiar with the concepts, theories, tools and skills necessary to successfully practice this role in their settings

- understand how adults of all ages, including themselves, learn and be skilled in designing program appropriate to the situation and learning styles of participants

- visualize the practice of adult education as always occurring in an organizational and community setting

- recognize the tendency of organizations and communities to restrict the development potential of adults and learn intervention, planning, and design skills to counter their tendencies

- learn how to develop the educator role to help organizations and communities bring out the highest growth potentials of each citizen and employee

- be skilled and comfortable with a wide range of theoretical approaches and skills, including

- program design and planning
    - teaching
    - management
    - research and evaluation
    - counseling
    - consultation
    - organizational intervention and development
    - community intervention and development

Distinctive Characteristics

In summary, some distinctive characteristics of the revised program are:

1. Introductory Course - the course gives student not only an introduction to the content field but a semester long opportunity to assess past experience, identify current career goals, and develop an educational plan.

2. Concept of course as learning center - courses are not designed as uniform, introductory, new preparation course but rather as learning centers in which beginning and advanced students carry out learning activities appropriate to their needs and to their mutual benefit. Peer teaching is a central course concept.

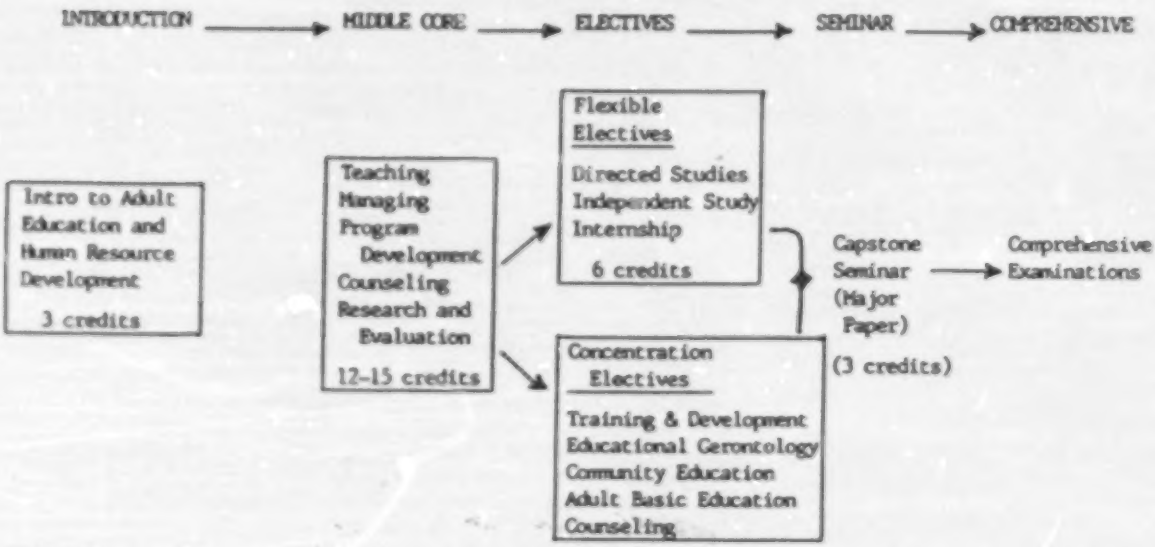
3. Concentration certificate programs - concentration programs in specialty areas, each carrying a certificate, are being designed. These certificate programs may be of interest in their own right as continuing education credentials to professionals in the field and in allied graduate programs.

4. Community of learners philosophy - the attempt to find ways of creating a meaningful community of learners among full-time employed students who take course work at diverse sites and at specific limited times each week.

5. Human Resource Development emphasis - the attempt to fuse the concept of adult education with new meaning in relation to the human resources issues faced by organizations and communities.

A brief schematic of the program is given below to portray the process by which a student moves to the part of completing a minimum of 36 hours of graduate study to gain the competencies outlined and to meet their own requirements for the unique roles they will play.

CURRICULUM MODEL FOR MASTERS PROGRAM
IN ADULT EDUCATION & HUMAN RESOURCE DEVELOPMENT



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APPENDIX B

October, 1984

CONCENTRATION
IN
EDUCATIONAL GERONTOLOGY

University of Southern Maine

What is Educational Gerontology?

Educational gerontology is the wedding of two powerful ideas: The necessity of understanding the meaning of human time, as humans by living at all and living longer experience it, and the central problem of developing our common humanity through appropriate learning opportunities. The first problem is to understand age and the meaning we have given, now give and could give to it throughout life. This includes the personal and social consequences of these views for individuals, groups, and societies, particularly for those for whom age is made or becomes a burden. The second problem is to examine and develop the art, politics and practice of education in relation to creating a world ever more fit for humans, based on more appropriate assumptions about human time.

Seen in this way, educational gerontology is not best understood as either a field in its own right or a specialty within another field. Nor do we consider education or gerontology, taken separately, as essentially fixed or isolated professions. Rather, both education and gerontology are seen as general fields of study with direct implications for all professions, institutions, and places where human endeavours occur. Educational gerontology, then, is a powerful union of two areas of intense human interest; its aim is to create and improve learning endeavours for and about aging, the meaning attributed to age, and aging individuals in all professions and institutions. It further aims to make a direct impact on problems associated with age now as well as to help create a better future.

What are its areas of focus?

While educational gerontology has a broad definition and set of interests, it has four primary areas of focus:

- The rights, interests, needs, opportunities, and issues associated with developing educational programs and equal access to educational programs for older people.

- Educational endeavours for a general public of all ages about aging and older people.

- Educational programs for professionals and others who wish to work with older people or whose activities impact directly on the life chances of older people.

- Educational programming for community mobilization and community education to address particular problems or issues defined by the community in relation to aging or the needs of older people.

Who is the concentration for?

The target audience for the concentration are those who:

- are employed as full-time adult educators in any organizational setting, or

- carry an adult educator role as part of their responsibilities in any organizational or professional setting, and

- develop programs in which older people are learners, or

- develop educational programs for professionals, citizens, or volunteers whose work impacts on services to older people.

Therefore, we seek to attract staff developers, trainers in business and other organizational settings, health educators, continuing educators, community educators, public school teachers and adult education staff and people who in any setting have a major educational or training role in their employment or volunteer activities.

What are the courses in the concentration?

The major courses in the concentration are:

- HRD 650 - SOCIAL AND PUBLIC POLICY IN AGING - This course examines the development of American public policy in aging from an historical perspective, culminating in an analysis of the demographic and personal realities of a "greying society" and policy consequences for the future. An organizing principle of the course will be to review policies as they effect the older person's ability to achieve access to the full rights, benefits, opportunities, and protections of society.

The course will review stereotypes of aging as influences on policy development. The processes of social and public policy development and analysis will be examined as will major policy areas affecting the elderly: education, housing, health care, income, employment, age discrimination. Finally, education will be examined both as a resource for the elderly and as a factor in public and social policy development. 3 credit hours.

- HRD 651 - THE OLDER PERSON AS LEARNER - This course examines the capabilities, interests, limitations, and needs of older persons as learners. After seeking to establish current fact from fiction, the course attempts to look at the realistic prospects for adult education later in life as the length of life is extended. Particular attention is given to the conditions under which older persons can best benefit from and contribute to adult education opportunities. Program development possibilities are examined in a number of settings and situations. 3 credit hours.

- HRD 652 - COORDINATING EDUCATIONAL PROGRAMS FOR OLDER ADULTS IN THE COMMUNITY - Designed for practitioners who already have a knowledge base in the field of adult education, this course will address the competencies needed to design and plan educational programs in a variety of community settings. Students will develop skills in program design and planning, needs assessment and in mobilizing and coordinating informal and traditional resources as well as creating new ones in the community. A variety of educational programs related to older adults will be presented and discussed. 3 credit hours.

- HRD 653 - THE AGING WORKER - This course examines the demographics, assets and problems of the older worker. The implications for employer and employee will be studied in such areas as planning for and adjustment to retirement, vocational training, and job modification. Strategies that facilitate adult development and learning will be examined, along with a survey of various resources available to support the needs of the older worker. 3 credit hours.

- HRD 654 - GERONTOLOGY AND THE HELPING PROFESSIONS - This course presents three conceptual frameworks, interrelated with each other: concepts, research findings and practices of applied social gerontology; of the helping professions; and of the complex organizations which deliver services to, or on behalf of, older

people. The purpose is to enable learners to integrate this knowledge for application in service to society, in general, and older people in particular. It is intended for graduate learners in the range of helping professions. 3 credit hours.

While these courses can be taken in any order, HRD 650, SOCIAL AND PUBLIC POLICY IN AGING, is seen as basic to the others. Also, for students who are not currently and do not intend to enroll in the Masters of Adult Education program, it would be most desirable to take HRD 654, GERONTOLOGY AND THE HELPING PROFESSIONS at the earliest possible time.

In addition to the five courses listed above, the Department also offers each summer, HRD 645, A SUMMER INSTITUTE IN EDUCATIONAL GERONTOLOGY. This Institute will be organized on a highly current and important theme or issue area which enhances one or more of the five courses in the general concentration. The Institute will generally carry three credits. The Institute for the Summer of 1985 will be organized around age and work issues.

What are the completion requirements for the Certificate in Educational Gerontology?

Students who are not matriculated in the Masters of Adult Education program complete the Certificate of Educational Gerontology by completing all five courses in the concentration.

Graduate and matriculated students in the Masters of Adult Education program complete the Certificate by completing three out of the five courses in accordance with a plan approved by one's faculty advisor.

How is the Certificate received?

Completers who are not matriculated in or graduates of the Master's program receive a mailed certificate of concentration completion. Also, of course, there is a transcript record of both the completion of the individual courses and the awarding of the concentration certificate.

Graduates of the Masters of Adult Education program receive a mailed certificate of completion at the point of graduation. Also, there is a notation of certificate award on the transcript as well as a record of individual course completion.

Can courses be taken on a non-credit basis?

Yes, courses can be taken on an audit basis. Also, the Summer Institute is designed for professionals who would like to take the program for C.E.U.'s. Certificates of participation are mailed to persons who complete the program on this basis.

(Course and Certificate Credit Toward Other Professional Degrees)

The concentration certificate program and its individual courses exists under the responsibility and authority of the Department of Human Resource Development and is directly co-ordinated by the Master's Program in Adult Education. Individual courses may count for credit toward other masters or doctors degree programs only if approved by the faculty of such programs. Therefore, a student matriculated in another graduate program should seek prior approval from their advisor before registering in a concentration course.

However, space is available to graduate students in other programs. Also, the inter-disciplinary faculty who have planned the concentration believe that the concentration at some point could be adapted to meet the needs of a variety of graduate programs through a consortium approach and the concentration has been designed with this possibility in mind. The Provost has established a committee to advise her on the needs of the Institution in the area of gerontology. Undoubtedly, the possible co-sponsorship of the concentration will be discussed as part of the work of this committee.